

B.A. I DC

Semester I

Paper I

Marks: 100

Paper Code: 140101

Title: Basic Concepts and Genre of Literary Study / Introduction to Literary Studies –  
Concepts and Genres

	L	Cr	P / T	D	TP	TW	T
Basic Concepts and Genre of Literary Study / Introduction to Literary Studies – Concepts and Genres	4	4		2.30	75	25	100

**Objectives:**

- To introduce the students to basic concepts in literary studies such as what is literature, the notion of literariness and figure of the literary author
- To understand the distinction between literature, para literature and other forms of creative and non-creative writing.
- To focus on different forms and genres of literature especially the Novel and prose forms like essay, short story, novella etc
- To understand the distinction between different forms of literature.
- To engage with the language skills needed in literary writing- cohesion, coherence, structures of writing.

**Learning Outcomes:** At the end of the course the students will be able to:

- Comprehend the basic concepts of what constitutes literature and literariness
- Distinguish between different forms and styles of writing
- Identify the forms and genres of literature especially with regard to Prose writing
- To think and write about books using their knowledge of the features of organized writing.

**Recommended Text:** *The Old Man and the Sea* – Ernest Hemingway, 1952, Harper Collins, Canada, 2013 ISBN: 1443425214, 127 pages.

## Unit-I

- a) What is Literature? The notion of literariness and figure of the literary author
- b) Different types of literature, para literature and other forms of creative and non-creative writing (The materials can be chosen by the teacher)

## Unit-II

### Forms and Genres of Literature:-

- a) Two Categories: Fiction & Non Fiction

**Types of Non Fiction:** Narrative Nonfiction, Essays, Biography, Autobiography, Speech

**Type of Fiction:** Drama, Poetry, Fantasy, Humor, Fable, Fairy Tales, Science Fiction, Realistic Fiction, Folklore, Horror, Historical Fiction, Short Stories, Legend, Mythology, Mystery.

- b) **Special Reference to Novels :** Adventure, Bildungsroman, Chick lit, Crime & Detective, Epistolary, Family Saga, Feminist, Gothic, Graphic, Historical, Magic Realism, Realist, Romance, Utopian, Victorian, War, Autobiographical & Biographical

*(This list is not intended to be exhaustive. Moreover, each of these forms and genres will bring to mind a series of associated terms, variations, and innovations that should be discussed as part of the meaning of the term. The teacher has to focus only on a brief explanation of the term. )*

## Unit-III

- a) Language Skills in Literary Writing – Cohesion, Coherence, Structures of Writing.

### Evaluation Scheme:

#### Internal:-

25 Marks

#### Basic concepts and forms

10 marks

#### Language Skills in Literary Writing

15 marks

#### External –

75 Marks (5 Questions)

Q.1 Short question on Basic Concepts

15

Q.2 Objective questions on forms of Literature

20

Q.3 Reference to Context

20

Language Skills	20
Distance Education Students:	
5 Objective Questions	15
6 Essay Types Question	10

Recommended Reading:-

- 1) Prasad. B. *A Background to the Study of English Literature*, 2008 (reprint).  
Chennai: Macmillan, India Ltd. ✓
- 2) Klarer, Mario *An Introduction to Literary Studies*, 1998. London: Routledge. ✓
- 3) Hopkins, Chris, *Thinking About Text – An Introduction to English Studies* 2001. New  
York: Palgrave. ✓
- 4) Daiches David, *A Study of Literature for Readers and Critics*, 1968. London: Andre  
Deutsch. ✓
- 5) Stephen Martin, *English Literature A Student Guide*, 2000, Longman, London ✓



A. I DC

Semester I

Paper II

Paper Code: 140201

Marks: 100

Title: Exploring Literary Studies – Literary Terms and Critical Approaches

	L	Cr	P/T	D	TP	TW	T
Exploring Literary Studies – Literary Terms & Critical Approaches	4	4		2.30	75	25	100

**Objectives:**

- To develop the skills of close critical reading by giving an introductory understanding of the use of literary terms.
- To learn brief definitions about different literary movements such as sentimentalism, nationalism, modernism and postmodernism
- To understand the nature and function of literary criticism
- To be familiar with different schools of literary criticism like historical, biographical, psychological, formalist, feminist, Marxist, post colonial and a very brief introduction to contemporary approaches like Structuralist and post-structuralist approaches. (See detailed list given below)
- To have exposure to different forms of literature with special reference to poetry.

**Learning Outcomes:** At the end of the course the students will be able to:

- Enhance their ability to truly appreciate and understand literature by being able to analyze and discuss it with proper critical vocabulary.
- Have more concentrated ability to deepen their knowledge of techniques and forms.
- Demonstrate familiarity to use the intellectual strategies that literary critics use to interpret and discuss literary works.
- Identify poetic forms and critical terms associated with the study of poetry.



**Terms and Approaches:** The following is a list of the terms and approaches that may be emphasized in the course.

**Terms:** absurd, aesthetics, allegory, allusion, ambiguity, anti-hero, archetype, avant-grade, ballad, Bloomsbury group, clavinism, canon, carpe diem, character, classicism, climax, couplet, comedy, conceit, convention, Dadaism, diction, didacticism, digression, drama, dramatic monologue, elegy, Elizabethan Era, enlightenment, epic, epiphany, epistolary, epithet, existentialism, fiction, figurative language, form, genre, gothic, great chain of being, hero, hyperbole, imagery, imagination, imitation, influence, intention, interior monologue, interpretation, invocation, irony, lyric, magic realism, metaphor, metaphysical poets, meter, mock-epic, modernism, monologue, mood, motif, motivation, muse, myth, narrator, nature, naturalism, negative capability, neo classicism, ode, paradox, parallelism, parody, pastoral, plot, point of view, post-modern, post-colonial, protagonist, pre-Raphaelites, rationalism, realism, representation, rhetoric, renaissance, rhyme, romanticism, satire, scansion, semiotics, sensibility, sentimentality, sonnet, stream of consciousness, structure, style, surrealism, symbolism, taste, tension, text, theory, tradition, tragedy, transcendentalism, trope, type, unity, universality, Victorian era.

**Approaches:** close reading, new criticism, historical criticism, humanism, Marxism, feminism, gender studies, psychoanalytic criticism, queer theory, deconstruction, reception theory, reader response, post-colonial, cultural studies.

## Unit-I

- a) **Use of Literary Terms:** aesthetics, allegory, allusion, ambiguity, anti-hero, archetype, authorship, autotelic, avant-grade, ballad, biographical fallacy, clavinism, canon, carpe diem, character, classicism, climax, couplet, comedy, conceit, convention, diction, didacticism, digression, drama, dramatic monologue, elegy, epic, epiphany, epistolary, epithet, ethos, fiction, figurative language, form, genre, great chain of being, hero, hyperbole, imagery, imagination, imitation, influence, intention, interior monologue, interpretation, invocation, irony, lyric, metaphor, meter, mock-epic, modernism, monologue, mood, motif, motivation, muse, myth, narrator, nature, negative capability, ode, paradox, parallelism, parody, pastoral, plot, point of view, post-modern, protagonist,



rationalism, realism, representation, rhetoric, rhyme, satire, scansion, semiotics, sensibility, sentimentality, sonnet, stream of consciousness, structure, style, symbolism, taste, tension, text, theory, tradition, tragedy, trope, type, unity, universality.

## Unit-II

### Schools of Literary Criticism

- a) Approaches: close reading, new criticism, historical criticism, humanism, Marxism, feminism, gender studies, psychoanalytic criticism, queer theory, deconstruction, reception theory, reader response, post-colonial, cultural studies.

*(These above mentioned lists are not intended to be exhaustive. Moreover, each of these terms and approaches will bring to mind a series of associated terms, variations, and innovations that should be discussed as part of the meaning of the term. The course will require a handbook to introduce students to the above mentioned terms and approaches)*

#### Hand books:

1. Holman and Harmon - *A Handbook to Literature*
2. M.H. Abrams, *A Glossary of Literary Terms* (5<sup>th</sup> ed, Holt, Rinehart & Winston, 1988) NF
3. Martin Gray, *A Dictionary of Literary Terms* (Longman, 1992) NF
4. John Peck and Martin Coyle, *Literary Terms and Criticism* (Macmillan, 1993) ✓

## Unit-III

### Forms of Poetry & Critical Vocabulary:-

- a) Types of Poems: Lyric, Ode, Ballad, Elegy, Sonnet, Epic, Dramatic Monologue, Narrative Poetry, Epic (Difference between each type is based on format, rhyme scheme and subject matter selected)
- b) Terms associated with poetry

#### Terms:

**Technical Terms:** alliteration, assonance, blank verse, caesura, couplet, end-stopped, enjambment, internal rhyme, near-rhyme (slant/sight), perfect rhyme, octave (sestet), onomatopoeia, quatrain, rhyme scheme, simile, stanza, syntax, tercet

General Terms: allusion, archetype, diction, elegy, free verse (formal verse), idiom, image, irony, metaphor, mnemonic, mood, motif, myth, ode, sonnet, speaker, tone, voice.

### RECOMMENDED POEMS

- 1) William Shakespeare
  - i) Shall I Compare Thee To a Summers Day (Lyric) NF
- 2) William Wordsworth
  - i) Ode to Westminster Bridge (Ode) NF
- 3) Thomas Campbell
  - i) Lord Ullin's Daughter (Ballad) NF
- 4) Robert Browning
  - i) My Last Duchess (Dramatic Monologue) NF
- 5) Thomas Gray
  - i) Elegy written in a country churchyard (Elegy) NF
- 6) John Milton
  - i) Paradise Lost, Book 1 (1 to 80 lines) (Epic) NF
- 7) Edgar Allan Poe
  - i) The Raven (1 to 30 lines) (Narrative) NF
- 8) Walt Whitman
  - i) A Noiseless Patient Spider (Free Verse) NF
- 9) Matsuo Basho
  - i) "The Old Pond- a frog jumps in, sound of water (Haiku) NF

### Evaluation Scheme:

Internal:-	25 Marks
Forms	10 marks
Terms & Approaches	15 marks

75 Marks (5 Questions)

External -	15
Q.1 Short question on Forms	25
Q.2 Objective questions on Approaches	



(MCQ, Short Answers)

Q.3 Questions on Poems 25

Q.4 Objectives 10

Distance Education Students:

Q.5 Objective Questions 15 Marks

Q.6 Essay Types Question 10 Marks

Recommended Reading :-

- 1) Barry, *Beginning Theory* N.F
- 2) Richter, *Falling into Theory* N.F
- 3) Lentricchia and McLaughlin, *Critical Terms for Literary Study* N.F
- 4) Selden and Widdowson, *A Reader's Guide to Contemporary Literary Theory* N.F
- 5) Eagleton, *Literary Theory* N.F
- 6) P. Schakel and J. Ridl. *Approaching Poetry* N.F
- 7) D. Lodge. *The Art of Fiction*
- 8) Dianne Sadoff and William Cain, *Teaching Contemporary Theory to Undergraduates* - (MLA, 1994) N.F
- 9) Rivkin and Ryan's *Literary Theory: An Anthology* N.F
- 10) Jonathan Cullers *Literary Theory: A Very Short Introduction* N.F

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Semester II

Paper I

Paper Code: 240301

Title: Nineteenth Century Novel / An Introduction to the Novel: The Nineteenth Century Novel

	L	Cr	P / T	D	TP	TW	T
Nineteenth Century Novel / An Introduction to the Novel: The Nineteenth Century Novel	4	4		2.30	75	25	100

**Objectives:-**

- 1) To introduce students to the skills and concepts of the study of fiction, focusing on the novel in English since 1800.
- 2) To identify and interpret the components of fiction plot, setting, character, point of view, theme, genre and narrative voice etc.
- 3) To be familiar with the key critical debates about the novel and its development.
- 4) To introduce the students to the literature of the 19<sup>th</sup> Century through the study of selected text as located in cultural, material and social contexts.

**Learning Outcomes:** At the end of the course the students will be able to:

- 1) Develop an understanding of how an author works to construct a particular narrative
- 2) Enhance skills of analysis and argument as they probe into how cultural and historical context form the text
- 3) Appreciate and be enabled to read other works of fiction keeping both form and context in mind.

**Unit-I**

- a) Industrial Revolution and the Rise of the novel
- b) Social and Cultural Milieu of the period which includes French and American Revolution
- c) Rise of democracy, imperialism and colonialism
- d) Introduction to important writers, novelists and philosophers of the period.

## Unit-II

Novel:- Jane Austen: *Pride & Prejudice*

### Evaluation Pattern:-

**Internal- 25 marks**

Context 10 Marks

Novel 15 Marks

**75 Marks (5 Questions)**

**External –**

Q.1 Short question on Basic Concepts

15

Q.2 Objective questions on forms of Literature

20

Q.3 Reference to Context

20

Q.4 Language Skills

20

**Distance Education Students:**

Q.5 Objective Questions

15

Q.6 Essay Type Question

10

### Recommended Reading:-

- 1) Dachies, David ed. *The Cambridge Companion to the Victorian Novel*. Cambridge University Press, 2001. *NF*
- 2) Ford, Boris ed. *The New Pelican Guide to English Literature Volume 6 From Dickens to Hardy*. Harmondsworth: Penguin, 1958. *NF*
- 3) Bagchi, Jasodhora. *Literature, Society and Ideology in the Victorian Era*. New Delhi: Sterling Publishers Pvt. Ltd. 1991. *NF*
- 4) E.M. Forster, *Aspects of the Novel*, Penguin, 1990 *NF*
- 5) H. Burton, *The Criticism of Prose*, Longman, 1973 *NF*
- 6) Walter Allen, *The English Novel*, Pelican, 1958 *NF*
- 7) Arnold Kettle, *An Introduction to the English Novel*, Volumes 1 -2, Hutchinson, 1967 *NF*
- 8) Ian Watt, *The Rise of the Novel*, Hogarth Press, 1987 *NF*
- 9) Andre Brink, *How to Study a Novel*, Macmillan, 1995 *NF*
- 10) Jeremy Hawthorn, *Studying the Novel. An Introduction*, Edward Arnold, 1997 *NF*



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Semester II

Paper II

Paper Code: 240401

Title:- Romantic and Victorian Poetry / An Introduction to Poetry with special reference to Romantic & Victorian Poetry

	L	Cr	P / T	D	TP	TW	T
Romantic and Victorian Poetry / An Introduction to Poetry with special reference to Romantic & Victorian Poetry	4	4		2.30	75	25	100

**Objectives:-**

- 1) To introduce students to the poetry of the Romantic and Victorian periods and the prevailing social, cultural and ideological background of the prescribed poems.
- 2) To acquaint students with the development of different kinds of poetry in the 19<sup>th</sup> century.
- 3) To help students identify the technical aspects of poetry and its overall impact viz poetic stance, tone, imagery, diction, use of rhyme, metre etc.

**Learning Outcomes:** At the end of the course the students will be able to:

- 1) Identify the formal and contextual dimensions of the poems
- 2) Demonstrate familiarity with significant poets from the Romantic and Victorian periods and situate their work within the cultural, social, political, economic, scientific and aesthetic debates of the period.
- 3) Respond to specific and distinguishing features of the poem which give its uniqueness
- 4) Appreciate poetry knowing how ideas are organized in a poem, how the poet uses language such as similes, metaphors, personification to create a powerful impact.

**Unit-I:-**

- a) Rise of the Romantic Movement
- b) Features of Romantic poetry

- c) Introduction to Victorian poetry
- d) Characteristics of Victorian poetry

## Unit-II

- a) Romantic Poetry:- 1798-1832 N.F
- b) Victorian Poetry:- 1832-1899 N.F
- c) William Wordsworth:- The Solitary Reaper Lucy Poems (Any 4) N.F
- d) S T Coleridge:- Christabel N.F
- e) P.B. Shelley:- Ode the West Wind, To a Skylark N.F
- f) John Keats:- La Bella Dame Sans Merci, To a Nightingale N.F
- g) Alfred Tennyson:- Tears, Idle Tears, Break, Break, Break. N.F
- h) Robert Browning:- Meeting at Night, Parting at Morning, Two in a Campana N.F
- i) Elizabeth Barret Browning: How do I Love Thee N.F
- j) Matthew Arnold:- Dover Beach, To Marguerite N.F
- k) Christina Rossetti:- Remember Me N.F

## Evaluation Pattern:-

### Internal:-

- a) Background 10 Marks
- b) Poems 15 Marks

### External –

**75 Marks (5 Questions)**

- Q.1 Short question on Forms 15
- Q.2 Objective questions on Approaches 25
- (MCQ, Short Answers)
- Q.3 Questions on Poems 25
- Q.4 Objectives 10

### Distance Education Students:

- Q.5 Objective Questions 15 Marks
- Q.6 Essay Types Question 10 Marks

### Recommended Reading:-

1. Daiches, David. *A Critical History of English Literature* Vol-V From Blake to Byron. Harmondsworth: Penguin, 1958. N F
2. Prasad B & Samual Manohar E. *A Short History of English Poetry* (Reprinted) Delhi: Macmillan India Ltd. 2001 F
3. Isobel Armstrong, *Victorian Poetry: Poetry, Poetics, and Politics* (1993) N F
4. Marilyn Butler, *Romantics, Rebels and Reactionaries* (1982) N F
5. Stuart Curran, *Poetic Form and British Romanticism* (1986) N F
6. The Norton Anthology of English Literature, Volume D, *The Romantic Period*, ed. Stephen Greenblatt (W.W. Norton & Co, 2012). N F
7. The Norton Anthology of English Literature, Volume D, *The Victorian Age*, ed. Stephen Greenblatt (W.W. Norton & Co, 2012). N F
8. *The Norton Introduction to Poetry*, 7<sup>th</sup> e.d., ed. J. Paul Hunter N F
9. *The Vintage Book of Contemporary World Poetry*, ed. J.D. McClatchy N F
10. Stephen Adams, *Poetic Designs: An Introduction to Meters, Verse Forms and Figures of Speech*. N F
11. James Caddan, *Poetry Appreciation for A- Level*, Hodder & Stoughton, 1988 N F
12. John Lennard, *The Poetry Handbook. A Guide to Reading Poetry for Pleasure and Practical Criticism*, Oxford University Press, 1992 N F
13. John Peck, *How to Study a Poet*, Macmillan, 1988 N F
14. James Reyes, *Understanding Poetry*, Pan, 1967 N F
15. Barry Spurr, *Studying Poetry*, Macmillan, 1997 N F